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Journal of EDUCATION

BOSTON, MASS.
Vol. CXII, No. 4

July 28, 1930

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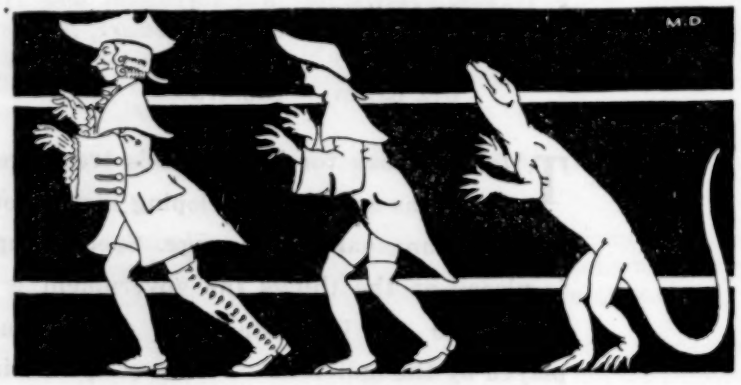

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS
ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.
Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

The Journal of Education now takes its annual recess. The next issue will be that of Monday, September 1.

Banqueting Retiring Teachers

THERE is probably no city, however small, that has not been banqueting teachers who are retiring because they have reached the legal age limit. These occasions have been high spots in public education. The novelty has disappeared and the weeping is less frequent. The entire community takes the opportunity to welcome the "Farewell" of one who has meant much to the families and to civic and social life for nearly half a century. It has been interesting to note the spirit of the messages of the retiring teachers of 1930.

More than 40,000,000 Bibles were purchased in 1929. The United States bought 15,000,000; England, 12,000,000; Scotland, 5,000,000. This is the best answer to the suggestion that this is an irreligious age.

Superintendent as an Architect

EDWARD D. ROBERTS, superintendent of Cincinnati, was introduced at a banquet in 1930 as follows:—

"I have referred to the Mayor as our most distinguished citizen. Let me now present the foremost man in a greater, grander, and more glorious municipality, a city not yet made with hands, like Rome the goddess, a commonwealth divine, Cincinnati of the rising generation and of generations yet unborn, imperishable, built of such stuff as dreams are made on, a radiant city with streets of spiritual gold—

"Of this future city the architect and building contractor is our superintendent of schools, Edward D. Roberts."

This is as attractive a truthful compliment as we have seen in many a day. It lifts the service of a superintendent to a position above all the mere mechanical responsibilities of political complexes.

State Achievements

STATE administration in education in the states as a whole has been ennobled beyond expression in this decade.

No one appreciated state administration in Massachusetts more ardently or intelligently than did I in the glorious days bygone, but the best that the state ever knew before 1920 was no approach to the intensive or extensive public service of today.

There was never a state department anywhere that could have done what state departments in Louisiana and Georgia are doing now.

We single out these two states because they represent the best of the East for half a century and states in the South that have no rivals in the North in fabulous achievements.

The Journal of Education has been in touch with all state departments of education intimately for more than forty years.

Exceptional Education Service

THERE is no education service more distinctly and nobly American than that on a city board of education by election. We have known no one to enjoy the honor of such service equally with Mrs. Laura F. Osborn, now in service, who has been elected to the Detroit Board of Education for three terms of six years each, a total of eighteen years by city election.

Harris of Pontiac

THE unanimous and hearty re-election of James H. Harris as superintendent of Pontiac, Michigan, a city of 64,000, for another three years, in these restless times, gives him distinction that deserves special comment. When he completes this term he will have been superintendent of Pontiac fifteen years—first, 1903 to 1906, now since 1921.

In 1906 Mr. Harris went from Pontiac to Minneapolis as principal. From 1910 to 1921 he was superintendent of Dubuque, when he was again elected as superintendent of Pontiac, which has had its famous growth as a city of automobile making in these nine years.

We knew him intimately when he was in Pontiac the first time, and have enjoyed his professional achievements for more than a quarter of a century.

Who's Who in Education

THE life membership of the National Education Association, "Who's Who in the Profession," is a list of 3,700 men and women each of whom represents one hundred dollars' investment, personally or through friends and associates, in a life membership fund, the income of which alone can ever be paid out by any one, and when the income is paid out it must be in an investment which will produce an income of importance for the promotion of education.

There is nothing just like this anywhere else. It is an honor list that represents an investment by someone for the benefit of civilization.

We were among the early life members of the National Education Association. We have never known who joined in the creation of that "Hundred Dollars of Professional Friendship." If we could know we would write a letter of ardent appreciation for putting our name on that list, and those dollars in that glorious fund.

J. W. Crabtree has been the inspiration for the enrollment of more than three thousand of those names, representing three hundred thousand dollars. That is the greatest direct honor that has ever come to any one educator.

He must share the honor of creating an annual income of half a million dollars a year with many men and women of yesterday and today, but persistency in producing the team work that has already established the "Life Membership Fund" is chiefly the work of the secretary of the National Education Association of the last twelve years.

California public school teachers must live in the state according to recent ruling.

Machine Shop Books

THE library is useless to most people unless the books are classified and the classification is available in a pocket leaflet.

The Newark, N.J., public library meets the need of working men skillfully. There are 150 Machine Shop Books classified in twelve groups, such as bench work, drilling, forging, grinding, lathe work, milling, tool-making, etc.

Important facts about each book are given, and the place of each book on the shelves, so that a workman or student can find it readily. The twelve-page leaflet, three by six inches, is free to any one who calls for it.

A Notable Record

R. C. JENKINS, principal, Vermont State Normal School at Johnson, has made a notable record in re-creating a time-honored New England professional institution. He has given personal attention to every phase of the service of the school to the students, to the communities they represent and to the state. He has made more than five hundred calls upon young people in the state in the last two years, making a hand-to-hand campaign to interest them in education as a profession and as citizens in considering the importance of being personally interested in education as a vital matter civically and industrially.

Belding's Page

LAGGARDS

EDUCATION has a considerable number of shining lights. There are splendid schools, forward-looking plans, satisfactory solutions, brilliant examples. The effects of these things are stimulating—upon those who can be stimulated. The trouble is that the finest leadership amounts to little unless it gets a following. And this is slow business, in education or in life.

Not that the rank and file neglect to pick up some of the catchwords or to imitate the more conspicuous and superficial aspects of progressive instruction. Certain practices rapidly become fads. Certain slogans are repeated on many lips. But the number of cases in which the followers really follow and understand what it is all about or why and whither they are following, is by no means overwhelmingly large.

And there are countless educational backwashes which are never penetrated by new ideas; where things are done in the ways of former generations—not because those ways are checked by modern experience and known to be correct, but because old habits are strong and ancient ruts hard to break over.

Leadership is fairly well developed in this country. Followership is what drags, and always has dragged, through all the pages of human history.

How to induce backward teachers to open their eyes to what is going on at the front of the procession is a real problem. Every teacher is, by virtue of position alone, a leader. Not too many teachers are worthy of the name or equal to the responsibility.

THIS RESEARCH ERA

MOST of the larger business concerns and many of the smaller ones have pulled out of the old haphazard ways of reaching important decisions. Now the call is for facts. Great masses of facts are gathered and studied before the adoption of new policies. Trained investigators gather the data by which to chart the future. The telephone company, for example, can tell you with reasonable accuracy how many telephone calls and instruments there will be in any given community five, ten or twenty years hence.

In other words—modern business is abandoning guesswork in all major matters.

Modern education is moving in that same direction. Research is the order of the day. Some of it is amateurish. Some is trivial. Some is of little value. But genuine, thoroughgoing research in matters of actual moment is bound to yield and is yielding results of practical usefulness in the determining of educational procedures.

Research can easily be overdone, in education or in business. The individual human factor needs to be considered, not submerged. Neglect of human beings as such will eventually wreck any business. With even less impunity can the human factor be disregarded in the business of instruction, whose deepest meaning is to be found in its successful moulding of human lives.

The difficulties of setting up reliable standards for the measurement of a human being in anything but the more superficial respects—such as physical height and weight—are so vast as to be almost unconquerable.

There is much in human personality that will always refuse to enter pigeonholes or bow to ratings.

PUPIL CHARTING

THE schools cannot chart the future course of any pupil, as the telephone company charts the future telephone needs of a community, for example. The best the schools can do is to assist the pupil in judging his own capacities and aptitudes, and in choosing a vocational path which gives promise of leading to a life of satisfying service.

The greatest danger in all this is that of failing to discover latent abilities and aspirations. It is so easy for those who undertake guidance to point out the ordinary and worn paths; so hard for them to discern the unusual and more challenging paths.

Pupil guidance that consigns artists to treadmills is guilty of criminal stupidity.

All analysis and all guidance needs to keep constantly before its mind the thought of inspiring each human being to be and do the very highest and best things possible.

An inferiority complex is a very real incubus upon a human character. Testing and charting which fastens such a curse upon any girl or any boy subverts the entire purpose of instruction.

Research that demonstrates mathematically how many new school buildings a city will need in the next decade and where each should be located, is undeniably of value. But any research or measurement which discourages the proper development of human personality is impossible to justify.

Anson W. Belding

Associate Editor.

Helping the Child at Home

By JAMES NEWELL EMERY

Principal, Potter School, Pawtucket, R. I.

A SURE-FIRE laugh for the joke-writer or human-nature cartoonist is the familiar occasion when Father gets out his pencil and starts to assist young Johnny with his home work. Dad may have been, or at least thought himself, a star mathematician in his day, but his discomfiture after covering sheets with endless figures appeals to a certain sense of the ridiculous in all of us.

When it comes to the question of teaching Johnny or his younger sister, Myrtle, to read, even the self-sufficient father gives up the problem. He strikes technicalities at which he surrenders in despair. Mother's attempts are often little more successful. She tries to teach the A B C's only to be told with juvenile scorn that teacher doesn't do things that way.

It is with the idea of giving the willing mother the modern angle of teaching the young child to read that this discussion is presented. Its fundamentals, of course, are elementary to the teacher who has been given any training in child psychology, but unfortunately most of it is new to the average layman.

The mother naturally wants her boy or girl to acquire the process of reading with the utmost quickness and ease. She is ready, sometimes only too ready, to help the youngster with his work. But unless the parent know something about the process of learning to read, oftentimes such assistance is likely to prove a hindrance instead of a help, and that from a misunderstanding of the methods used.

Just how we actually do learn to read is a comparatively recent discovery. For generations, year after year, age after age, children started on this thorny path by the more or less painful process of learning the various letters of the alphabet in turn. A certain letter, first in print, then in script, was given the name A. When this had been assimilated, the child was told that another, which followed, was B (Bee). This was followed in turn by C (Cee), D (Dee), F (Ef), and so on. In the course of some days, weeks or months, depending on the quickness of the child, a list of twenty-six of these was learned in order, concluding with X (Ex), Y (Wi) and Z (Zee). Thus the foundation was laid, and then the task came of combining these twenty-six elements into words.

The trusting hopeful learned that a certain letter was named C (Cee). Another, A. Another T (Tee). These were put together, and the question demanded, "What is that?" His trusting sense of developing reason received a severe and unpleasant shock at learning that this was not the expected See-a-tee, but a strange and altogether unexpected syllable called *cat,* which he had already associated with the purring object in front of the kitchen stove. L-O-G was *log*, and not Ell-o-gee. The car of learning began to strike a somewhat bumpy and curving road, with unpleasant results to the passengers.

All this orderly and logical method arose from an utter misconception of the fundamental processes of learning and impression. If you give a quick glance out of the window, the first thing that usually meets the observer is—a window, a porchway, a chimney, a door or two, that eventually resolves itself into the shape of a house? Not at all. The first vague glance takes in the general impression of the form of a *house.* A house and that alone.

Looking at it more closely, the eye takes in more details. You note that it has a red roof; that there are four windows on one side; that it has a chimney made of red brick; that there is a dormer with two windows; that the walls are painted gray, the trimmings white, and so on. But none of these impressions, except in the most general way, came in that first casual glance. The tree had the rough general form of a tree before the branches, the leaves and the trunk fixed themselves upon the vision. It is from general impressions to details that the mind takes in its sensations, not from a laborious collection of minor factors that finally go to make up the sensation that there is a house or a tree.

So with our child. He sees, not the individual letters, C-A-T, but the word *cat,* which he is told represents the sound CAT. Another word form he knows as HOUSE. Another as DOG. Another as HEN. And in the course of weeks he learns by drill and association of ideas to recognize those different word-forms from one another. It may take time, a good deal of it, but at the end of some weeks or months he has learned to distinguish possibly eighty or ninety of those words when he sees them. He has acquired a certain vocabulary, and can read certain easy stories and sentences—not by knowing the *letters,* but the words which represent certain sounds to him. Some systems even go so far as to start with certain phrases or groups of related words, for the first impressions.

Then he gradually learns that all of those words and others are made up of twenty-six *letters* which represent certain sounds—sounds often very different from the old-fashioned name given to them —that H, for example, is a sound more nearly like

huh than the traditional name of *aitch,* or that Q is more nearly *kw* than its name *cue.* Then, and not till then, does he begin to learn the alphabet or the traditional A-B-C's, and gradually he finds out that all words are made up of those sound-combinations. It may be a long time before this training is complete, but the essential of it is that it is the word as a whole which is the first thing that the child recognizes, and not the letters which make it up—some of them silent in any case. Q, for example, never used alone in the English language, *ch* and *sh* sounds of their own, and not the letter combinations which one would naturally expect, W something like *wuh,* and not double-yu.

The sound-method or word-method of learning to read is probably in universal use in all modern schools in the country today. Yet its press-agent has not kept pace with its growth. It needs an efficient publicity agent to displace the old A-B-C idea which still clings to the public mind even at the present day. Even now and then a teacher brought up in the "good old days" still fondly clings to the hornbook method.

The parent who really wishes to help the young child at home and make the teacher's work easier will be of infinitely greater assistance if she acquires, once and for all, the idea that she should teach the word as a whole, instead of spelling out slowly and painfully C-A-T. Teach the word as a whole, until the child knows the WORD. Forget that there is such a thing as the alphabet, for the time, at least.

This is only one of the recent developments and discoveries in education. The world is changing at a dizzy pace, and we are changing with it. The schools of the present day are, and must be, laboratories, teeming with experiment. The schools would not be worth while if they were not. Every profession, every business, is doing the same thing, whether medicine, pharmacy, transportation, manufacturing, making a constant search to discover better and easier ways of doing things, of living, of getting somewhere. We are learning as never before the causes and cures of disease; we are learning to make better and more efficient machinery; we are learning to grow more and better crops with less labor on the same amount of ground; we are discovering faster, more comfortable, safer and cheaper ways of getting from one place to another. And education, to be really worth while, is constantly doing its share of experimenting.

But the anxious parent begins to protest. "I don't want my child experimented on. His life, his ideals, his future usefulness, are all too valuable to experiment with. I want him taught the good old-fashioned way, the tried and proved methods. Let them experiment with some one else, if they want to, but not with *my* child."

It sounds well. It is always easy to work up sympathy and even hysteria about the good old days. But, after all, they were the results of bygone experiments. It was a daring step when one Johann Amos Komensky proposed the idea of illustrating textbooks with pictures. The teaching of science in high schools dates back only to the mauve nineties. Health education is a thing of only comparatively recent date. It has been less than a generation since the colleges dropped the unyielding requirement of a three-years' knowledge of the Greek language and literature for admission to their portals. It has been a scant decade since the motion picture was admitted to the classroom as a practical working tool.

And were those days so good, after all? Would you care to live as your father and mother lived in the 'nineties? Would you give up the electric light for a kerosene lamp? Put away your high-powered car for a horse and buggy? Do away with your telephone? You sweep your floors with a vacuum cleaner, wash your clothes with an electric washing-machine, keep your food cool and sweet with an electric refrigerator, iron your clothes with an electric iron. These are commonplaces in almost every home, except in the more remote rural regions. Would you replace them with a broom and a tin tub, or put your food down the well or out the window to keep as best it might? You would not. Nor do you honestly want your child to be educated to fit him for the mid-Victorian era by mid-Victorian methods.

The miracle of radio and the coming miracle of television are the results of constant experiment. Almost witchcraft, unbelievable, until some far-seeing scientist hit upon the fortunate disovery that sound waves and light waves are much the same thing in substance, that they can be sent out over a wire, that they can be flung out through space, to be gathered up again, brought into your home, so that by merely turning the dial of an attractive and ornate box or piece of furniture you can listen to a symphony concert in Chicago, a baseball game in Philadelphia, Sir Harry Lauder up in the northernmost recesses of Canada, John McCormack in Los Angeles; nay, listen to the very voice of the President of the United States in the White House, and all this in comfort in your own home, while outside the snow flies, and the winds blow, and you are seated cozily in your own living room in your most comfortable chair, with your favorite pipe.

In a similar way experiments have brought out the fact that the retina of the eye retained the image projected on it for a certain fraction of a second, and from this the apparent miracle of the motion picture came about. Experimenting, all. And education would be false to you and yours if it stood still, if it failed to be experimenting continually in the laboratory of the class-

room to find better, easier, and more thorough ways to educate your children for the serious business of life.

You can help your child at home, first by finding out the sort of method that the teacher is using with your child, and co-operating with her in carrying that out. If your child happens to be one of a certain selected group, graded according to ability, give the teacher a chance to carry out her ideas and those of the supervisors. After all, education is a highly technical job, administered by trained experts who have undergone as rigorous a course of study and technical training and practice as a dentist, a druggist or a lawyer. When you put yourself in the hands of a physician to cure your illness, you do not insist on color or dosage of his medicines, or that they shall taste to your liking.

You can help your child at home by pulling with the load, not at cross purposes. The first thing to do is to get acquainted with the school, with teacher and methods, and then help to carry them out. For, when all is said and done, this business of education is a partnership job.

The Tercentenary Background

By EDWIN D. MEAD
Boston

THE historical background of the Massachusetts Tercentenary is the Puritan foundation of Massachusetts. The founders of our Commonwealth were English Puritans, coming across the ocean to New England for a political and religious freedom which they could not have in Old England, Puritanism meant what the name implies—purity, sincerity and thoroughness in the state and in the church. It was a movement of men who would be pure and courageous and uncompromising in the great affairs of life. Puritanism was eighty years old in 1630. The first Puritan, as the historians agree to call him, was John Hooper, an able and devout minister of the Church of England, who in 1550 met King Edward the Sixth and Cranmer, archbishop of Canterbury, in a conference at Hampton Court over his appointment as bishop of Gloucester. He had scruples about the showy vestments and the showy ritual connected with the consecration of a bishop, and demanded great simplicity, fearing these things deceived the people as to the true meaning and character of Christianity. In the course of the discussion he declared: "I believe that Master Calvin's rule is a good rule, to demand nothing in faith and practice which has not the sure warrant of God's word."

John Calvin, then at the height of his power at Geneva and of his influence among the religious reformers in Europe, became more and more the inspirer and guide of religious progress in England, as in Holland, France, and Scotland, and by and by in New England. Puritanism was Calvinism. All of our fathers were Calvinists. Calvin's principles and influence from the start became international; and that influence was political as much as religious. In Geneva itself Calvin no sooner became the leader of the church than he became the leader of the community, and set about to organize Geneva in accordance with the laws of God as known or to be known, which is perhaps the best business that any of us can be about, wherever we are and whenever we live. Wherever the Calvinistic form of religion went, there instantly began political reform, always in the direction of more democratic institutions. Never was such emphasis upon the sovereignty of God; and in the consciousness of that sovereignty the little distinctions of rank and class came to seem very slight, and a spirit of equality and brotherhood spread through society. Bishops and kings alike became less imposing figures, and by and by independency developed alike in the church and in the state.

This double result came to its fruition in the English Commonwealth and here in New England. A great Geneva scholar published some years ago a book upon "The Rise of Modern Democracy in England and New England." It was here that modern democracy did rise. When the Geneva scholar set out to write his book on "The Rise of Modern Democracy," he thought he should begin with the French Revolution, but he quickly found that the leading French thinkers whose political writing had influenced France toward the revolution had got their ideas chiefly from English thinkers like John Locke and his associates; and then he found that those had got their ideas chiefly from the leaders of the earlier period in England, the great men of the Civil War and the Commonwealth—Sir John Eliot, Pym, Hampden, Cromwell, Milton, and Vane.

In the whole great English Puritan movement religious and political progress had gone hand in hand, so closely associated that it is hard to say when we pronounce the word Puritan whether we think first of the great Puritan preachers of London or Boston, or of Oliver Cromwell and his Ironsides fighting to bring in the Commonwealth. They were men dead in earnest, all highly resolved that God's kingdom should come on earth, and His will be done here as it is done in heaven.

It was the merest accident by which some of the great Puritan leaders came here to establish a refuge for English Puritanism having a harder and harder time at home or stayed there to fight it out in England. John Winthrop was the same sort of man as John Hampden. Hampden and Pym and Cromwell were all profoundly interested in our plantation, and at one time thought of coming here themselves. When Sir John Eliot was imprisoned in the Tower he read there and corresponded about it with Hampden the famous "Conclusions" for planting New England, framed by the leaders of the Massachusetts Colony. Never in human history was there a colony made up of men of such statesmanship, character, education, aspiration and high standing as the Massachusetts Colony.

Many of their leaders, political and religious, were graduates of Cambridge University, and indeed it had been at Cambridge that the government for the Colony was organized, in 1629. By eloquent coincidence it was in the very week that Charles the First dissolved Parliament for his personal rule of a dozen years preceding the outbreak of the Civil War that he granted the Massachusetts Charter with its memorable and surprising provisions for self-government. His tyranny from the beginning of his reign in 1625 was the natural and logical sequence of the tyranny of his father, who at the beginning of his reign had held a conference with the Puritan leaders at Hampton Court and told them that if they did not conform he would harry them out of the land. The Pilgrim Fathers had been harried out of England into Holland in 1608, coming to Massachusetts in 1620, ten years before Winthrop and his greater company came. One of the great leaders of the Commonwealth, Sir Harry Vane, did come to Massachusetts, and for a short period became our Governor, during his term signing the charter for the college at Cambridge which became Harvard College. This was in 1636, one year after the founding of the Boston Latin School. Our fathers from the beginning fixed their thoughts upon education and religion, making the church, the college and the school the centre of their life. We can in no way commemorate and honor them so well as by studying more seriously the high motives which actuated them and pledging ourselves anew to that aspiration and devotion which made their little Commonwealth the inspiration and informing principle of the Revolution and the Constitution by which our great republic came into being, with its mighty potency for the creation of a democratic and well-ordered world.

Enriching Rural Life

By E. P. WILSON

Chadron, Nebraska

IT IS NATURAL for men to live in groups. The largest of these groups is the nation with its common language and its heritage of history and tradition, including in many instances memories of glorious achievement. Then there are smaller units less clearly defined in their nature. These are based on uniformity of physical conditions, which in turn are responsible for common economic interests. In this country differences of various kinds that characterized the early settlers have been to an extent handed down from generation to generation and are still causes of minor differences among our people.

The physical characteristics of New England, the nationality of the early settlers and their political and social ideals have given a distinctive character to the New England group of Americans. In a similar way well-defined characteristics have been developed by the people of the South. In colonial times the Middle Colonies developed an individuality quite their own. The West has always been different from New England, the Middle Atlantic states or the South.

Those large political communities of the American Union that we call states have in many instances a good deal of individuality. To an extent such great commonwealths as Ohio, Illinois, and Nebraska place their stamp on those who live for long periods of time within their borders. Each city or village has its individuality, and this is true in a measure even of counties.

But whatever may be the form of the national government or the nature of the small political units, whatever may be the means by which a livelihood is earned, it is natural for men to be associated in groups. The number of social and industrial groups many of which are highly organized is legion.

For many generations in European countries those who have tilled the soil have lived in groups, generally in small villages, and have farmed the adjacent land. Broadly speaking, America is the only great agricultural country in the history of the world whose farmers have lived in scattered homes in what we call the open country, each family living on and farming their own land. Undoubtedly this has immeasurably strengthened individuality and self-reliance on the part of the American farmer.

No man has thought more clearly than the

farmer on vital questions affecting his own welfare and on questions affecting the welfare of the country as a whole. The farmers to a greater degree than any other group of our people have inherited the views of life and especially the political philosophy that were current in this country in the days when the foundations of our national greatness were being developed. We were primarily a nation of farmers in the days when the Constitution of the United States was framed and when through the expositions of Daniel Webster and the decisions of Chief Justice Marshall it was given permanent form. The outstanding feature of our Constitution is the protection it provides for individual rights. This has always been a cardinal principle in the mind of the American farmer. Living with his family in the open country and tilling his own fields he has had a better opportunity as an individual to do his own thinking than have the members of any other economic group.

His family, held together by ties of natural affection, has constituted one of the most remarkable social and economic units in the history of the race. The interest of one has been the interest of all. They have engaged in tasks more or less varied, each of which is related to the others and all of which centre around a common purpose, the maintenance of the home.

Since the family is the fundamental and most vital unit of society and since its integrity must be preserved if civilization is to endure, it is necessary for us to know the next larger social and economic unit, which under normal conditions is a source of great strength to family life. This unit is the community. Outside of the family the ties that we naturally form bind us to those with whom we work and play, with whom we live on a plane of social and economic equality and whose social and economic interests are identical with ours. If our relationship with these people does not flow in natural and normal channels we suffer a loss that can scarcely be compensated for in other ways.

What person of mature years that spent his early life in a rural community is not able to look back with affection and gratitude to those early associations and their incomparable advantages! The neighborhood Sunday School, the literary and debating society that met during the winter months, the spelling schools and ciphering matches and the singing schools, the occasional social events including the summer picnics, the political meetings held in the fall campaigns in centrally located schoolhouses—what instruction and what healthful diversion were afforded by these gatherings! In exchanging work during the summer months in the time of harvesting and threshing what opportunities for association with men of various ideas and experiences! In this western country a generation or more ago at such times one was brought into contact with men from different states to the east and frequently with men born in foreign countries, with men whose patriotism had been kindled into flame as they followed the flag in the marches and battles of the Civil War, with men and women who had endured the hardships of pioneer life and who had triumphed over its adversities, with men and women who were intelligent, who were readers of newspapers and books, some of whom had enjoyed to a considerable extent the advantages of higher education. What a university was this! What is there that can take its place in the lives of growing boys and girls?

Some of the old conditions that gave individuality to community life are gone. But the fundamental human needs are the same. With these facts recognized it behooves us to look around and to take stock of present opportunities to conserve the vitality of the rural community and to perpetuate its existence.

The rural school still remains with a very large degree of responsibility for its success resting on the community or district in which it is located. No more important trust has been committed to the older members of the community. With our improved means of travel and our better highways it is imperative that in many instances we enlarge the district boundaries so that we may have better schools for less money. Why should we not double the area of many of our school districts when it is possible to do so without increasing to any great extent the average distance the families involved live from school, thereby giving to our rural school children advantages that are unexcelled without any increase in taxation and in most cases with an actual reduction in taxes. The enrichment of the school life of our children will do more than any other one thing to enrich community life. This statement is confirmed by the experience of many schools, especially those in which vitalized agriculture is an essential part of the work done.

Club work of every kind is a community enterprise, whether carried on by boys and girls in the school or outside of the school by some of the older members of the community. Club work is always educational. It exemplifies the essentials of co-operation. It combines economic advancement with social culture. It stimulates neighborly relations. It is one of the best means that has ever been devised for the maintenance of wholesome community life.

The programs, the picnics and other events incidental to good schools and good clubs furnish social life that is ideal for the children and to a great extent the young people of a community, and in addition to that they bring the older people together to a very considerable degree. In a rural

community there are opportunities for social, educational, and economic contacts between the old and the young that are found nowhere else. Such contacts are peculiarly beneficial to all concerned, especially to the young, who thereby receive an unconscious training in the fundamentals of true manhood and womanhood.

Social life in a rural community is largely combined with and incidental to educational and economic life. This is not always the case nor should it be so. Wholesome social life in itself has its place. Perhaps it would be better if our rural people had more time for play and purely social contact. But as conditions are, their social life is incidental to what are usually considered major interests. It is a notable fact that no other great occupation affords the opportunity for social contact in connection with work that has been afforded by agriculture. This undoubtedly is one of the reasons why agriculture as a life work has always been attractive when its financial rewards have been reasonable.

The rural community as an economic unit is an especially fruitful field for study. The possibilities of such co-operation are so great that we may confidently expect this to be one of the major lines of economic development among our farmers in the near future. The reasons for the continuation of the rural community as an educational, social and economic unit are basic. They are as fundamental as is the force of gravity in the natural world.

The forces which a few years ago threatened to disrupt the rural community have perhaps passed the climax of their power. Some of the older phases of rural life are gone, but newer phases are knocking at our doors. The sooner we become well acquainted with them the better it will be for us and for our children. For a number of years a struggle has been going on to meet the conditions brought about by the age of machinery without sacrificing the human element that gave so much of quality to farm life in America in years gone by.

As we steadily find ourselves in this new age we shall see that co-operation will be the keynote of our success, especially in the economic and educational fields, but with all this there must be room for the exercise of freedom, especially in the social and in the moral world. There personality, individualism and ideals must be recognized. In years past it was the exercise of these qualities in every realm of human endeavor that gave to America and Americans their distinctive place in the world.

We must consider the latent resources of our community as well as those that are partially developed, and we must take no backward step in our appreciation of the possibilities of the community as an educational, social and economic unit.

Lynn Approves Progressive Practices

By SAMUEL ENGLE BURR

Director of Research, Lynn (Mass.) Public Schools

DURING the winter of the school year 1926-27 the Lynn public schools were surveyed by the staff of the Bureau of Educational Research at Teachers College, Columbia University. The report of this survey, containing recommendations for changes in the school system, was submitted to the Lynn School Committee (Board of Education) in May, 1927, and a number of the recommendations were adopted immediately. Outstanding among these were the following:—

1. The enlargement of the central staff of administrative, supervisory, and research officers.
2. The erection of a school administration building.
3. The adoption of a new financial accounting system.
4. The adoption of a comprehensive building program.
5. The institution of work in curriculum reconstruction and revision.

Perhaps the most significant of any of these was the enlargement of the central staff, for in doing this the School Committee provided for more and better supervision, for greater attention to the problems of administration and business, for the setting up of research activities, for the institution of psychological work, and for more efficient control of census and attendance.

The specific new positions created by the School Committee for these purposes were as follows: Director of Research and Statistics; Director of Physical Education and Health; Assistant Superintendent in Charge of Business Affairs; School Psychologist; Supervisor of Upper Elementary Grades; Director of Census and Attendance.

It was in June, 1927, that the superintendent made recommendations for the filling of these new positions. He recommended three appointees from outside the system and three from within the system. His recommendations were accepted at once.

As the work of these new officers and of their

departments developed and reacted upon the existing features of the school system, it became apparent that some major changes were taking place in the type of education offered to the children in the schools. These changes emphasized the individual rights and individual needs of each pupil in the various school groups. This movement toward a child centred type of school was strongest in the elementary grades, but its effect was felt throughout the entire school system.

Every effort was made to keep the public fully advised as to the changes being brought about and as to the results being secured. Demonstrations were held for parents in most of the schools throughout the city, and by this method thousands of adults were brought into the classrooms for the first time since they had left school themselves.

A program of standardized testing and measuring was introduced through the Research Department, and the results of this were published from time to time in the local newspapers. Other types of newspaper publicity were used and the members of the central staff were frequently called upon to speak before various organizations in the city regarding the work being done. All of this served to keep the schools very much in the public eye, and as there was considerable new material it aroused discussion throughout the city.

Furthermore, as the School Committee is presided over by the mayor of the city, the matter began to take on a political aspect as a municipal election approached. Certain forces which were opposed to any changes whatever taking place in the public schools and which were especially opposed to changes which tended to "progressive" policies, began to make themselves felt, and several candidates for the School Committee, who did not openly oppose the new regime, were generally understood to be supporters of the "good old days."

The real test of the new policies came at the end of three years of trial in May, 1930, when the various central staff officers came up for election for the fourth time. According to the Massachusetts State Law, teachers go on tenure after they have served three consecutive years in one school district and have secured their election for the next ensuing year. When the time came for this fourth election the School Committee deferred action for two weeks, before finally approving by a unanimous vote the new program of work.

During this two weeks' interval a significant event took place. A meeting of the Teachers' Council, made up of representatives of all the teachers of the city, was held, and the entire matter of the continuance of a progressive type of education came up for discussion. As a result of this discussion the Council, by a unanimous vote, passed a resolution in which they requested the School Committee to continue the new program and in which they pledged their support of it. This resolution read as follows:—

> "Resolved that the Teachers' Council heartily supports and endorses the plan of educational administration, supervision, and research that is now in operation in our school system, and desires to express to the School Committee its sense of the great value to the school children of Lynn of the work now being carried on by the administrative and supervisory officers."

This resolution was presented at the meeting of the School Committee on Tuesday, June 10, just before the vote was taken on the matter of tenure for the new department heads. The reading of the resolution adopted by the Teachers' Council, together with the great amount of interest which had been exhibited by various citizens and organizations, produced a real effect on the School Committee, and it is believed that very largely as a result of this informal agitation throughout the city and especially as a result of the vote taken by the representatives of the teachers in support of a progressive program of education, the School Committee, by unanimous vote, re-elected all the supervisors and directors in question.

This situation in which a group of New England teachers, located in an industrial city, and made up very largely of the residents of the city itself, have been convinced as to the value of a policy of progressive education in a three-year period, is believed to be of particular significance.

Brotherhood

By Edwin Markham

The crest and crowning of all good,
Life's final star, is Brotherhood;
For it will bring again to earth
Her long lost Poesy and Mirth;
Will send new light on every face,
A kingly power upon the race.
And till it comes, we men are slaves,
And travel downward to the dust of graves.

Come, clear the way, then, clear the way:
Blind creeds and kings have had their day.
Break the dead branches from the path:
Our hope is in the aftermath—
Our hope is in heroic men,
Star-led to build the world again,
To this event the ages ran:
Make way for Brotherhood—make way for man.

—Georgia Education Journal.

Behind the School the Teacher

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

GOOD schools presuppose good parents. More than we realize, the child's success at school depends upon his home—his health habits cultivated there, his eating, sleeping, and play habits; his habits in regard to care of property, and attitude toward others' rights and toward authority; his habits of getting on with other children of his neighborhood; his habits of responsibility, of waiting upon himself, of finishing jobs which he undertakes, of carrying through without continuous supervision little routine tasks at home, of bringing himself in at regular hours from play, of setting himself to study at regular hours each evening, of sending himself to bed at a regular hour by the clock, of starting himself unaided to school promptly and of caring for his own possessions.

Long before he entered school these habits, good or bad, had been pretty well founded. They had begun their growth, indeed, from the day the child was born.

His learning habits also have their background in the home. Parents who ignore the child's curiosity, who are annoyed by it, or who ridicule his questions or remarks crush out his basic learning interests. Wiser parents answer all his questions sympathetically, listen patiently to what he has to say, and are eager, honest learners with him.

They teach him early habits of precision, encourage him to complete the projects he sets out to execute, read to him from early babyhood, stimulate his imagination, go along with him into his enchanted world, foster his creations and inventions, and afford him every possible opportunity to think, to choose and make decisions for himself.

When such parents help the child with his homework they first learn about the ways he has been taught at school. When he makes mistakes in learning they are calm and patient, never showing irritation. Every small success they celebrate and make him feel a hopeful and victorious attitude toward school. They don't load the children up too heavily with outside activities, but provide them ample opportunities for play and relaxation.

By and by those responsible for making the curriculum are going to call into conference with them representative parents of the school. If this had happened along ago, the modern mania for speeding which prevails in the schools today had never come to pass. Not until the school authorities learn from the parents of their pupils what is happening to the health and personality of the average child in school (and it may take a hundred years at the present rate) will there be put a quietus to this curse.

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Horsford's Acid Phosphate
is also an excellent Nerve Tonic
It makes the most refreshing acidulous drink. And definitely assists nature in restoring depleted nerves; acting as a positive tonic for brain and body.
Add Horsford's to your favorite fruit drink; or use it in water in place of lemon juice.
AT ALL DRUGGISTS
D-51-J

Mass Production in Education

By DR. CHARLES H. ELLIOTT
State Commissioner of Education, Trenton, New Jersey

[From the United States Daily.]

EDUCATION today, in many respects, stands at the crossroads. We have gone far in the development of our school plants, in our organization of class teaching, in developing tests of ability and intelligence, and in developing better curricula and teaching materials. Parallel with this, our country has developed large business organization either through expansion or mergers and large organizations devoted to production, transportation and communication.

With this movement toward the concentration of industry and business has gone the standardization of methods. Inevitably the standardization and specialization which appear in manufacturing and business have a tendency to submerge the individual and to limit both his opportunities for broad development and at the same time very much restrict the stimuli that contribute to the maximum of individual effort.

This pronounced tendency has also been evident for some time in our educational systems, and the result has been that schools have not placed the same premium upon the development of the individual and upon providing opportunities to capitalize his interests, his creative abilities, and such traits as initiative, industry, and inventiveness as they have placed upon the achievement in school subjects.

A Check-Up of Supervised Study

By H. W. GUENTHER

Northeastern State Teachers College, Tahlequah, Oklahoma

Assisted by

HENRI MINSKY and JAMES L. PRINCE, Students

THE following study was made for the purpose of determining to what extent supervised study is a factor in the efficiency of students as shown by their general scholastic average in high school and in the freshman year of college. Then, by personal interview it was ascertained how much and what type of supervised study each student had received while in high school, and with what attitude the student regarded supervised study. Particular attention was paid to any unusual conditions, as for example, extreme differences between high school and college grades. This investigation was conducted in Northeastern State Teachers College at Tahlequah, Oklahoma, during the spring of 1929, and 129 freshmen served as the source of information. The students who enroll in this teachers college are similar to students who matriculate in like institutions elsewhere. They come for the most part from the middle-class home, and therefore represent neither the wealthy nor the extremely poor type.

This study is based on information procured from two sources: Grades as they appeared on the records of the registrar's office, and views of the individual students concerned in the study.

The first were obtained by consulting directly the record of college work done and the transcripts of high school credits. One hundred and twenty cases were used.

The views of the individual students were obtained by presenting a questionnaire to a group ensembled and by personal interviews. The following questionnaire was used in examining these students:—

FRONT SIDE

Name .....Age.....

Marks. H. S.....College.....Diff.....I. Q.....

Supervised Study. None.....Fair.....Good.....

No. Students in H. S.....No. in Study Hall.....

Av. No. of H. S. lessons prepared at home.....

Employed; H. S.....College.....

CHECK ITEMS CAUSING A DIFFERENCE IN H. S. & COLLEGE GRADES:

Lack of Sup. Study.....Dates.....Teacher's

Attitudes .....

—over—

Of the 129 cases considered, which represented the entire freshman enrollment, one has since been expelled from school for misconduct, and three have voluntarily withdrawn from school. Four are doing part high school work in the training department.

There were fifty-one cases of failure in individual classes. The number of failures in college work ranged from one to seven per student. This represents a failure of 3.2 per cent. of the total. One case failed in everything except music, for which it seemed apt.

Inaccuracy may have crept into the final statistical reports inasmuch as some of the marks were certified by letter. These had to be evaluated approximately according to the instructions on the transcript. Incidentally, there was quite a variation in the method of transmitting transcripts. These ranged from personal letter certifying credit only to formal transcripts which carried complete records.

Further difficulty arose in compiling college grades in the fact that failing grades are not recorded. An arbitrary deduction was made on the following basis: An individual was allowed a grade of 55 on each subject in which he had failed. Each individual was enrolled in an average of fifteen courses. Forty-five divided by the fifteen courses, or three for each subject failed was deducted from the recorded average.

The correlation between high school and college grades was 68.8, which would indicate that good grades in high school resulted in good grades in college and vice versa.

Interpretation of data merits certain further conclusions which are interesting. Most of these arise from the second type of information, namely, that taken from the personal interview and questionnaire. Few of the questionnaires were completely filled out when returned, most of them being deficient in at least one question. Nevertheless, a fairly accurate total answer was secured and the papers agreed in most respects.

The college grades averaged five points lower than the high school grades. There were eight cases exceptional to this conclusion. These were of sufficient interest to warrant personal notice.

One reported that there was no supervised study in high school. The individual came from a high school of three hundred students. The average grade of college excelled that of the high school four points. This case has a very queer anti-social turn of mind. It was really rather difficult to determine anything of value from an interview.

One had the task of editing a high school news-

paper and other extra-curricular activities which lowered the high school grade. The paper of which this case was editor, incidentally, won the state championship in its class.

Three of the cases show no peculiarities except that their parents have business establishments in the city in which the college is located. Home influence might account for the difference, but there are other cases who are living at home who show regular grades.

One case had relatives on the faculty. Perhaps scholarship runs in families.

One case is a football and basketball star. This would indicate that athletics does not lower scholarship in every case. This case says that he has more time to study than he had in high school.

One case is taking a course composed largely of music. There seems to be an aptitude for this work, as the high school marks in science and history were considerably lower than those of art and music. This case seems to be a case of increased interest.

One case was not interviewed due to illness.

Ten said they had no study hall in high school. These were making average marks typical of the entire class.

Thirty said they had had fair supervision in high school study hall, while sixty-two were more optimistic, saying that they had had good supervision. The writer has often questioned the judgment of freshmen on such subjects. For instance, the number of students in one high school was variously estimated at from 125 to 400 by the students from that high school.

The average enrollment in high schools from which these students came was 286. The average number of students per study hall was forty-one.

Twenty-two had worked while attending high school, while sixteen were working during the college term. The ages ranged from sixteen to twenty-three. The average age was eighteen years and three months.

Forty per cent. of the cases refused to discuss the reason for the difference. The remainder discussed it with varying interest. Many had not thought of a difference.

The following statements were made in answer to the question as to causes of difference:—

"Going home each week-end keeps me from doing my work as I should."

"Too much outside activities without enough study."

"My high school grades were a little better than my college grades, but I study hard even without supervised study."

"Carried too many activities, had to take up too much time after school and at night."

"Too much outside work at college. No time for preparation. Making own way through college."

"This school is like a large high school. I don't see much difference."

"Lack of privacy in homes where I have roomed makes one great difference."

"Less individual attention given in college. Subjects not as interesting in college."

"The chief reason for my low grade was lack of attendance. The way I had of getting to school caused irregular attendance."

"I had a steady date at home. That does not take as much time or energy as so many changes of dates."

"I wanted to be a valedictorian at home. I only expect to get a 'two-year state' here."

"I have been too homesick most of the year to do good work."

From the foregoing it will be seen that there are about as many reasons as there are individuals involved. There are two major reasons yet to be noted. Many of the students complain of the teacher's attitude. They said that some of the teachers have lost the student's viewpoint, need to go to school awhile themselves, need to get outside of self a bit. One suggested that some ought to marry.

Interest of the class should be one item considered in the rating of the college instructor. Thirty-five per cent. of those reporting named teacher's attitude as one of the causes of poor work. The college teacher seems to forget that the average freshman is an adolescent on his first trip away from parents.

The largest single factor seems to be lack of supervised study. Seventy-one per cent. voiced this opinion. The step from closely supervised study and parental care to freedom from supervision and such guidance as the college affords seems to be somewhat large.

There is nothing to be alarmed about, however, for the facts shown demonstrate that the good student, well grounded in high school, will be the good student in college. Professor H. C. Morrison of the University of Chicago says that the function of the secondary school is to fit the individual for independent work along original lines. This policy should continue to guide our instruction through the freshman year.

The general conclusion from this investigation indicates that supervision in high school is of tremendous significance when judiciously conducted and that students themselves seem to be aware of its importance. The students very definitely feel that the art of knowing how to study is in large measure responsible for their educational progress or their lack of it. Moreover, the fact is emphasized that the student's attitude toward the teacher is of considerable importance in determining the quality of school work which the student will do in both high school and in college.

Personal and Professional

JOHN T. BRODHEAD, assistant superintendent, Boston, has made it possible for several thousand Boston boys to get a high school education in overall days. These boys are able to earn their own living while getting a high school education. Their high school education is freed from traditional features that are of no use to them. This is as noble a creation in education as Boston has contributed to civilization in the twentieth century.

THEODORE SAAM, superintendent of Council Bluffs for several years, accepts the superintendency of Elgin. He started on an interesting educational career in the Black Hills and has had an interesting experience in Iowa, where he has made Council Bluffs a professional force in the state. Elgin affords an opportunity to render a service for which he is admirably qualified. It is a live professional group with which he will be associated.

PROFESSOR THOMAS H. REED, department of political science, University of Michigan, receives the degree of Doctor of Laws from the University of Brussels because of his work on the literature, history, and government of Brussels.

J. STEVENS KADESCH, principal of the Medford, Massachusetts, High School, has been elected to succeed Herbert H. Howes as superintendent of the city schools at a salary of $6,500. Mr. Howes is principal of the Hyannis, Massachusetts, State Normal School. Mr. Kadesch is one of the most prominent high school principals in New England.

E. L. HENDRICKS, president of the Missouri State Teachers College at Warrensburg for several years, has been unanimously and enthusiastically re-elected by the State Board of Education. In Missouri every president of a state institution has to face a re-election every three years, and in the querulous times it has high significance when the president of a college escapes even a whispering official questioning of the wisdom of re-election.

The Warrensburg Daily Star Journal in a lengthy editorial said:—

"Warrensburg rejoices that Dr. Hendricks is to continue in his present capacity, for Warrensburg recognizes in him not only an outstanding educator but a citizen who loves and honors his home town, and is always ready to serve its highest interests.

"In congratulating President Hendricks, we desire also to felicitate the members of the Board of Regents. They have done well for the institution over which they have supervision, and they have rendered a distinct service to the cause of education in Missouri. They have shown a proper conception of their obligations, and have been true to their duty as servants of the state."

DR. H. B. WILSON, national director of Junior Red Cross, Washington, D.C., who has been off duty incidentally, is back in vigorous service which recalls the extent of his activities in education. He is one of the nationally famous group of Indiana men who have done as much for education as another group of Indiana men have done for national literature.

Dr. Wilson won early fame in Southern Indiana, then in Northern Illinois, in Kansas, and in California, and is rounding out his noble service in creating a multitude of young Red Cross enthusiasts for an international service far greater than was dreamed of when the organization was created.

FRANK Y. VAN VALIN, principal of Grout School, San Diego, has sponsored a remarkable vacation opportunity for boys and girls. Twice daily through the season busses call at each city playground and take boys and girls between the ages of eight and fourteen who have filled out a blank for the playground manager.

The tours, personally guided, take the children through the zoo, art gallery, natural history museum, and the famous San Diego museum.

The Chamber of Commerce and other organizations place their resources at Principal Van Valin's service.

FRANK CODY has been re-elected as superintendent of Detroit at a salary of eighteen thousand dollars. No one is more appreciated anywhere than Frank Cody is by everyone in Detroit.

They Say

HELEN HEFFERNAN, chief, Division of Rural Education, California:—

"There are many dangers in rural work. As leaders of rural teachers we must be aware of them and keep up our defences against them. There is a danger of professional stagnation—of sinking to a dead level, of getting in a rut against which an everlasting struggle is necessary. If you or your teachers are thinking about education exactly as you did ten years ago or five years ago or even last year, you are in peril of professional stagnation."

DEAN INGE:—

"Religion is caught rather than taught."

CALVIN COOLIDGE:—

"When a duty comes to us, with it comes a power to enable us to perform it."

M. G. CLARK, superintendent, Sioux City, Iowa:—

"Thousands of young people are daily sinking beneath the waters because the curricula of our schools and the demands of our colleges condemn them to educative submersion. We still allow the dead, dull, stone-weight of algebra to pull them below the surface of our educative waters when a life buoy of substituted science, or of art, or of music might have carried them with safety to a haven more valuable to the individual. The thumb print of each individual should be found upon the product of his mind and hand. We need to emphasize in education that no man can do the work of another. Each can do only his own work."

AGNES SAMUELSON, State superintendent, Iowa:—

"If living an adequate life today means vocational efficiency, health, worthy home membership, wise use of leisure, ethical character, mastery of the fundamental processes and faithful citizenship, as is often quoted in print and on the platform, the school must be the service station to a greater degree than ever."

MISS MARCELLA WHITE, Cleveland:—

"The object of having children learn to read is that they may read to learn."

MISS IDA O. RUDY, primary supervisor, Dayton, Ohio:—

"Adult civilization is an intricate and almost incomprehensible composite of economic, political, and social institutions. To prepare children for such adult life teachers must be free from prejudice, from hatred, from petty jealousies, and cultivate a spirit of tolerance, of sympathetic understanding and of righteous living."

DR. LEON B. RICHARDSON, professor of chemistry, Dartmouth College:—

"The college instructor should be an individual fully in sympathy with the purpose of the institution, he should be willing to direct his own work and subordinate his own special interests to conform to that aim, he should regard his job in life as primarily that of a teacher; he should himself possess the wide range of interest which it is the purpose of the college to encourage its students to form, his productivity as a scholar should spring from his own desire to know and not from external pressure. His attitude should be one of alertness, energy and animation with the avoidance of dullness, and above all things he should love to teach. In addition it goes without saying that he should be thoroughly conversant with the special subject which his duty calls him to teach."

WILLIS A. SUTTON, superintendent of schools, Atlanta, Ga.:—

"The greatest opportunity for the development of a child's character lies in the proper attitude toward play. The playground in many respects is more valuable than the classroom. Children learn more from each other than they learn from their teachers. Play gives the opportunity for the free expression and development of the child's life. The teacher who finds out the type of play activity in which the child is most interested, and who expresses an interest in this game, and if possible takes part in leading the child into mastery of this sport, has gained an open sesame into the heart and life of the child that will enable him to direct all of the moral forces that go to build the right kind of character. Play is creative. Teach the child to play fairly, squarely, honestly, with initiative, with fullness of life, with joy and success, with good sportsmanship in failure, and we have contributed a part to his nature that will make him able in the great game and business of life to rejoice in its successes, to be a good sport in its failures, to hold his head high and strive again for that which he seems to have lost."

CHARLES F. THWING, president-emeritus of Western Reserve University:—

"Let the individual write down two lists, one bearing the sign *plus* for his best qualities, and the other bearing the sign *minus* for his worst qualities. Such is a good method for self-study and interpretation."

EDUCATION IN ACTION

Films Are Favored For Educational Use

If the money that has been spent for enforcement of the Eighteenth Amendment had been spent for education, there would be much less of a problem than now exists, it was asserted by Representative Ruth Bryan Owen, of Miami, Fla., in an address before the seventh Commonwealth conference at Iowa City, Iowa. The goal of political activity in the United States was declared by Representative Owen to be "the completion of the Republic." That goal will not be realized, the speaker said, until every citizen has a vision of his own responsibility. The realization of the necessity for each person to bear his share of the civic burden will bring the completion of the Republic nearer, Mrs. Owen said. She asked for a larger place for youth in the affairs of state. The energy and idealism of youth are needed, she declared. Women, too, are needed in public life, according to the speaker. The limits of the home are wider than formerly, and even if woman's place is in the home, that does not mean within four walls, in her opinion. The use of motion pictures in teaching geography, history and citizenship was urged by the Representative. She described it as the greatest instrument of propaganda let loose in modern times, and asked for its intelligent and constructive use.

Pennsylvania University To Excavate Maya Ruins

Horace H. F. Jayne, director of the University of Pennsylvania museum, has announced that the museum has been granted permission by the government of Guatemala to excavate the ruins of Piedras Negras, a deserted city of the once great Maya empire. Piedras Negras is in northwestern Guatemala, on the Usumacinta River, the natural boundary between Mexico and Guatemala. It was a city nearly a mile square, and attained its zenith about the year 500. Nothing remains now but ruins in the heart of a wild, uninhabited forest, two days' horseback ride from the nearest town. The museum expedition, which expects to begin work in February, 1931, will attempt to transport several large stelae, or carved stone monuments, from the city's ruins to civilization. These monuments, ranging from ten to sixteen feet in height and weighing several tons, are representative of Maya art. Each depicts by carvings the passage of five years. The expedition will be in charge of Dr. J. Alden Mason, curator of the American section of the museum.

California Regents Thank Dr. Campbell

Regents of the University of California have announced their unanimous adoption of a resolution thanking Dr. W. W. Campbell for his forty years of service to the institution. Dr. Campbell's resignation as president of the University took effect July 1. The resolution follows: "On the eve of the retirement of President William Wallace Campbell after nearly forty years of distinguished service to the University of California the regents hereby record their appreciation of a great scholar, an outstanding administrator and an inspiring character. After a long and notable career as astronomer and director of Lick Observatory, Dr. Campbell came to the presidency at a time of many and difficult problems. Already eminent in the world of intellect and of knowledge, his high ideals, fine spirit, clear vision, decisive judgment and administrative efficiency as an executive have left a permanent record of achievement in the progress of the institution over which he presides. In the midst of complex external problems and great material development, he has never lost sight of the main purposes of a university; the advancement of teaching and learning, and the increase of usefulness to its students and to the state. . . . ."

Home Economics In 584 Institutions

Instruction in the study of home economics is now offered by 584 institutions of higher learning in the United States. Of the 584 institutions 322 reported as having a four-year curriculum in home economics leading to a baccalaureate degree, 1,500 teachers, and an enrollment of 37,619 students in their home economics departments. Eighty-eight of these institutions reported as having courses in home economics but not granting a degree in that subject. Seventy-eight of these have 176 teachers and a student enrollment of 3,502 students in home economics. Ninety normal schools and teachers colleges reported as offering courses in home economics but not granting a degree in that subject, and as having 137 home economics teachers. Eighty-three of these institutions reported as having enrolled 6,556 students. Of the 584 institutions reported as offering home economics, 547 reported 50,640 students enrolled in this subject.

Schools' Population Rose 25% in Decade

The day public school population of New York City has risen 25.7 per cent. during the last ten years. The previous decade, from the academic year 1909-10 to 1919-20, by an odd coincidence, witnessed an exactly similar percentage of increase in school registration. Official Board of Education figures show that the last decade registered a growth of 213,627 pupils in the aggregate enrollment of the five boroughs. Despite Manhattan's drop of more than twenty-four per cent. in school population, the registers of Brooklyn, Queens and Bronx schools, many of them constructed since the war, show sufficiently large accretions to bring the city-wide growth to more than a quarter of the school population of 1919-20. But while the rates of increase of the two decades are identical and would point to a steady rate of growth, the yearly accretions show that the rate of growth is dropping almost annually. The average percentage increase during the last decade is a trifle less than 2.26. But every annual percentage increase over the preceding year's register has been less than that average during the last six years. At the present time there is an enrollment of approximately 1,200,000 pupils.

Faculty Indorses President Works

The administration of Dr. Alan W. Works, who recently resigned as president of Connecticut Agricultural College, was indorsed by the faculty of the college at a special meeting. Dr. Works, who will leave the college on August 1, said in a formal statement issued with the announcement of his resignation that he was not in sympathy with the state's policy of emphasizing the agricultural aspects of the college curriculum at the expense of the humanities. He also said at the time that the state's political system was such that he could not expect to see his policies realized within the near future. Dr. Works will return to the University of Chicago in the Fall as head of the department of higher education. He came from this institution to Connecticut Agricultural College last year.

China Maps 6-Year Drive Against Adult Illiteracy

A program to wipe out illiteracy among adults in China in a period of

the next six years has been adopted by the National Education Conference at Nanking. According to statistics, about eighty per cent. of the entire Chinese population of 348,875,962 persons cannot read or write. Mass education schools will be opened throughout the country, supplemented by reading and writing classes to be established in homes, stores, factories, armies, prisons and other institutions. It is estimated that 132,000 teachers, 116,470 schoolrooms, and $283,400,000 will be needed in the six-year campaign. The movement is to be compulsory in nature. A mandate was issued by the Central Government July 1, requiring every Chinese citizen to know the Thousand Characters Reader before the end of 1935. No government or public organs, schools, factories and stores will be permitted to employ persons more than eighteen years old who are unable to read or write.

Barnstable Has Two School Heads

The town of Barnstable, Mass., with its schools now closed, has two superintendents of schools on the job. Carlon E. Wheeler, whose fight against removal a year ago is still pending in the superior court, and who was chosen to succeed his successor in office, Jerome P. Fogwell, following the election turnover last March, reported for duty at the superintendent's office July 1. When he arrived he found Mr. Fogwell there with every intention of remaining. In fact at the close of the day each asserted he would report for duty every morning. Mr. Fogwell will contest his removal. Two members of the school committee, Dr. Edward C. Hinckley and Mrs. Benjamin Sears, both of Hyannis, who favor his retention, contend the action of the committee in its election of Mr. Wheeler was illegal in that the necessary two-thirds vote for an executive session was lacking.

Summer School Opens In Ancient Perugia

A foreign university was founded five years ago in one of the beautiful old palaces of the medieval city of Perugia, expressly for the purpose of spreading the Italian language and culture among foreigners. Although American students are enrolled in fairly large numbers each summer at the various French and German institutions, they have not as yet appeared in appreciable numbers at Perugia. At last summer's session students from the British Empire outnumbered the other European contingents. The courses offered are not entirely pedagogical. Italian culture is represented in all its branches. The courses are divided into three sections covering the needs of the most elementary and advanced students in language, literature, art and history. The major course scheduled for this summer is on "The Nineteenth Century in Italy," and will devote its attention to the creation of modern Italy.

Hoover Praises Public Schools

President Hoover's message to the National Education Association, when its convention was opened formally at Columbus, O., was: "The most important work of men and women is to care for boys and girls, to give them a happy childhood, and to equip them for a successful life. Our task is to give every child the opportunity to grow up with a healthy body, a trained mind, a disciplined character, a cheerful faith in himself, and a devotion to our form of government. The public school system is America's most distinctive and magnificent ally of the home in the most precious trust."

More Pupils Study History and Government

History and government and social sciences enrolled 70.58 per cent. of the total enrollment of public school pupils in 1910; 66.26 per cent. in 1915; 77.24 per cent. in 1922, and 71.91 per cent. in 1928, without excluding duplicates, according to the Federal Office of Education.

Work-Permits for Pupils Drop 1,700 in Year

School children of New York City have found about 1,700 fewer part-time and full-time jobs this year than last, due to general unemployment, it is indicated by figures issued by George H. Chatfield, director of the Bureau of Attendance. During the application period, from June 9 to 27, vacation working papers were issued to 6,166 pupils throughout the city, against 7,286 last year. Regular employment papers were issued to 4,089 pupils, as compared with 4,656 in the same period last year.

Temple Extends Education Plan

Establishment of a junior high school by Temple University has been announced by Dr. Joseph S. Butterweck, director of the department of secondary education at that Philadelphia institution. Dr. Butterweck said the junior high school would be added to a reorganized senior high school when Temple opens its secondary school in September. Emphasis will be placed upon individual instruction and character education. Dr. Butterweck also announced the appointment of Millard E. Gladfelter, until recently supervising principal of the West York (Pa.) public schools, as principal of the newly organized high school.

Three New College Heads in Mississippi

Three new presidents of Mississippi's major institutions of higher education take office next fall, following election by the State Board of Trustees for the Universities and Colleges. The new executives are: Chancellor J. N. Powers, at the University of Mississippi, Oxford; Hugh L. Critz at Mississippi Agricultural and Mechanical College, Starkville, and Robert E. Lee Sutherland, Mississippi State College for Women, Columbus.

Money Earned By College Students

In 1927-28 college men and women earned $32,500,000 during term time. This total represents the earnings of 162,413 men and 33,856 women in 611 institutions of higher learning. Estimates were not made by all institutions, but accurate figures are reported by many well-established student employment bureaus; estimates are furnished by some colleges where investigations have been made, and rough guesses, which in most cases are conservative, are given by others.

Citizen Requests Public University

Harry Ehrlich, of Chelsea, Mass., has filed with the clerk of the State House of Representatives a petition for the next legislature asking for the establishment in Boston of a public university where young men and women may study and receive degrees in the arts, sciences and professions.

Hot Dog Venders Cut School Business

The proximity of a hot dog stand to a school building governs to a large degree the proportion of the pupils who take advantage of the school lunch provided in the building itself, according to a study of food service in the schools throughout the state being made by Miss Esther Davies, home economic research professor at the Massachusetts Agricultural College. Seventy-one per cent., or 575 of the 800 school buildings studied, have no food service of any sort during the year. Hot drink or soup during the winter months only are served in twenty-three per cent. of those schools, and twenty-five per cent. serve milk only during the entire year. Twenty-three buildings serve a meal during the entire school year. Approximately 16,000 pupils in the 800 schools included in the survey must remain in the schoolhouse during the noon recess. There is no uniform relation between the availability of the service to the pupil and its popularity, the proportion of them taking advantage of it depending upon the attitude of the teachers toward the service, the success of the manage-

ment in serving palatable food at low cost, the willingness of the parents to provide money, and the proximity of the hot dog stand. In general it is in the isolated one-room school that the service is best patronized.

New Union School To Teach German Labor

In reporting the recent opening at Bernau, near Berlin, Germany, of a new union school by the General German Federation of Trade Unions for the purpose of training young unionists for the work of trade union administration and agitation, German papers pointed out that, while several of the larger members of the Federation already had similar institutions, the Bernau School was the first to be set up by the central organization. A course of one month's duration is prescribed to give the workers an opportunity of learning something of national economy, sociology, labor legislation and trade union organization. The school was built at a cost of about $380,000 by the Federation of Trade Unions, which will also bear the cost of administration and teaching. During the course the pupils are housed on the school premises. The school, which can accommodate 120 pupils, is situated on a large estate in the Bernau Forest.

Omaha to Establish Municipal University

Making its way westward the municipal university idea has found a foothold in Omaha. By popular vote the city has decided to establish such an institution, to be financed by a municipal tax yielding $350,000 a year. It is the second municipal university west of the Mississippi River. The first is at Wichita, Kan., and there are others east of the river, at Cincinnati and Akron, O., and at Louisville, Ky. The municipal university in Omaha will take over the plant of the University of Omaha, a private institution, whose precarious existence during the past twenty years nearly led to the closing of its doors. Properties and equipment valued at about $250,000 will come to it as a gift, and be added to from the municipal fund as necessity requires. Instruction under municipal control will begin with the opening of the fall term in September. The idea of the municipal university, sponsors of the local plan said, stands about where the idea of the state university stood fifty or sixty years ago, for at that time there was great opposition to the entry of the state into the educational field. But today advocates of the municipal university believe that it will only be in the near future when hostility toward the idea will disappear. One of the most effective arguments in its favor when the question came before local voters, it was said, was that with the increasing cost of living the average family with three or four children to educate has found the cost of sending them away to school more than can be managed.

Leaves Estate To Found College

Provisions for the founding of a college to be named after him is contained in the will of Mayor Anthony M. Ruffu, Jr., of Atlantic City, N. J., which was offered for probate recently. After bequests of his family and to several church and charitable institutions, the residue of the estate is to be used for the erection and maintenance of the Anthony M. Ruffu, Jr., College. The endowment of such an institution was the Mayor's lifelong ambition. No estimate was placed on the value of the estate, owing to Mayor Ruffu's involved real estate and security holdings, but it is expected to approach $1,000,000. The mayor had hoped to establish the college during his lifetime, for he had already acquired a site for it in Hamilton township. The possibility of its being in operation during his lifetime was covered in the will with the stipulation that it was to get his residuary estate anyway. Concerning the establishment of the college the will provides that the executors shall organize a board of governors with eleven members to proceed with the erection and maintenance of the college on the Hamilton township site, or any other site in the country that may seem more suitable.

Employment In the Colleges

Forty per cent. of the students in the co-educational colleges of the country are employed—forty-nine per cent. of the men and twenty-six per cent. of the women. In the men's colleges thirty per cent. of the students are working. In the women's colleges fifteen per cent. are partially self-supporting. In the professional schools specializing in law, theology, engineering, and the like, three-fourths of the students are self-supporting in whole or in part; in many of the law schools which provide late afternoon classes, all of the students are entirely self-supporting.

Yale Debaters Tour South America

Establishment of closer ties of friendship between the students of Latin America and those of the United States is one of the purposes back of the ten weeks' tour of South America by the Yale debating team. Members of the Yale team have sailed from New York for Guayaquil, Ecuador, their first stop, and when they return on September 10 they will have taken part in nine debates with university teams representing five South American countries. The South American tour is being made under the auspices of the Carnegie Endowment for International Peace, which also sponsored the trip made by the team last year to Porto Rico.

Hawaii Museum To Work with Yale

The Bishop Museum, of Honolulu, and Yale University have entered into an agreement which will bring about a close affiliation of the two institutions, President James Rowland Angell announces. The research program of the museum, the only institution which devotes its energies solely to a study of the Pacific area, will be integrated with the activities of those departments of the Yale Graduate School whose work bears on the scientific problems of the Pacific. This is expected to improve the work of the museum by bringing it under the supervision of scientists at Yale; and it will strengthen the educational program of the graduate school by making available, for purposes of instruction and research, materials obtained by the museum through its field study of Pacific life.

South Africa Forms Bureau of Education

A national bureau of education has been recently established in connection with the Union department of education of the Union of South Africa. According to official announcement received by the Commissioner of Education, the bureau, in its organization and work, will follow to some extent the plan of the United States Office of Education, the Office of Special Enquiries and Reports in London, and Das Zentralinstitut fur Erziehung and Unterricht in Berlin. Its function will be the collection, evaluation, and dissemination of "information concerning educational needs and actual progress in various directions (surveys)." It plans to deal with "educational questions on broad lines from a South African point of view, making available the experience gained in other countries."

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GRINS BETWEEN GRINDS

Stand By

Traffic Cop—"Don't you know you can't turn around in the middle of the block?"

Fair Lady—"Oh, officer, I think I can make it. Just watch!"—Boston Transcript.

Not Keen for Championship

Higgins' wife had just presented him with triplets, three bouncing boys, and his employer congratulated him heartily on the event. The following day he was called into the office and handed a silver cup in recognition of the triple blessing he had bestowed upon the country. Higgins received the gift in a rather embarrassed manner, and turning to his employer, he said:—

"Thank you very much, sir. But—er—is this cup mine now, or do I have to win it three years in succession?"

"And No Back Talk"

Daughter—"Yes, I've graduated, but now I must inform myself in psychology, philosophy, bibli—"

Practical Mother—"Stop! I have arranged for you a thorough course in roastology, boilology, stitchology, darnology, patchology, and general domestic hustleology. Now get on your working clothesology."

Getting Pinched

Father—"Can you give my daughter the luxuries to which she has been accustomed?"

Suitor—"Not much longer. That's why I want to get married."—Stray Bits.

One Rare, One Unsettled

Lodger—"This steak is like a cold day in June—very rare."

Landlady—"And your bill is like March weather — very unsettled." — Vancouver Province.

Short

Customer—"I'm starting a laundry, and I'd like to buy some equipment."

Jobber—"Well, I can let you have six button removers and a mangling machine, but we're all out of cuff shredders."—London Opinion.

Lucky

The Gossip—"I hear your store was robbed last night. Lose much?"

The Optimist—"Some. But it would have been worse if the yeggs had got in the night before. You see, yesterday I just finished marking down everything twenty per cent."

Severe Test

He—"I'll do anything for you."

She—"Get two tickets for the symphony—and take my mother!"—Brooklyn Eagle.

A High Fee

Old Lady—"Girlie, can you direct me to a bank?"

Inez—"Yessum, for a quarter."

Old Lady—"Isn't that pretty high pay, my girl?"

Inez—"No, ma'am, not for a bank director."

Breaking It Gently

A customer sat down to table in a smart restaurant and tied his serviette round his neck. The manager, scandalized, called a boy and said to him:

"Try to make him understand as tactfully as possible that that's not done."

Boy (seriously to customer) — "A shave or haircut, sir?"

Went Over His Head

Insurance Man—"Now that you are married I suppose you will take out an insurance policy?"

Victim—"Oh, no! I don't think she's going to be dangerous."

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Summer School Important

The introduction of the summer school into the American educational scheme, which now serves approximately 500,000 students in the public elementary schools of the cities alone, and nearly 400,000 students in universities, colleges and teacher-training schools, affords many opportunities to the ambitious, the acting chief of the division of statistics, M. M. Proffitt, stated at the Federal Office of Education. In public secondary and elementary education, Mr. Proffitt said, the summer school performs three important functions. By means of this opportunity children who for one or another reason have dropped behind their classmates, that is, those of their own age group, are able to get ahead. They can pass off their deficiency, and in the Fall continue with their associates. Mr. Proffitt stated that it also makes possible an opportunity for those students who wish to speed up their educational training and cut off some of the required time in the regular sessions to skip subjects and grades in the regular session by taking them in the summer. Sometimes, Mr. Proffitt explained, parents get the false notion that their children are exceptionally bright because they can skip grades in this manner. Such is not always true. The fact is, he said, any normal child can utilize the summer as advantageously without showing any extraordinary genius. Because of the great congestion of the cities, the lack of recreational facilities, and surroundings unsuitable for home supervision, the summer school fulfills a very vital need, Mr. Proffitt continued. Statistics on summer school enrollment for 1928, the latest year for which they are available, show that there were 456,099 children attending city summer schools. Of these, 438,419 were in cities with populations above 10,000. The largest number of students attending summer schools, the statistics reveal, are enrolled in elementary schools, the number for this class of cities being 260,468. High school enrollment registered 147,521 students. In 1927 a total of 383,855 students attended summer schools in the universities, colleges, and teacher-training schools, compared with 132,683 in 1917. Of this number in 1927 a total of 144,285 attended the teacher-training institutions alone.

Students on Oriental Tour

With the purpose of becoming friends with students in the Orient a group of twenty young men left San Francisco on the third annual "Hands Across the Pacific" tour. The members of the party were selected from among college students and high school graduates. The "Hands Across the Pacific" tours are sponsored by San Francisco business men in co-operation with the Junior College of Modesto, Calif. Y. M. C. A. officials in Japan, Korea and China act as hosts to the Americans. The itinerary this year provides for a day's stopover in Honolulu, both going to and coming from the Orient. Ten weeks will be required for the tour, six of which will be spent in the Orient. The tour is under the direction of Carroll M. Powers, professor of economics at Modesto Junior College. Each member of the party is charged $550, which pays all expenses except the cost of the passport. The party traveled third class, and will stay in native inns in Japan and Korea and at Y. M. C. A. buildings in China. It will travel second class on trains and return second cabin.

American women today own forty-one per cent. of the nation's wealth, receive sixty-five per cent. of estates left by deceased, and eighty-five per cent. of the funds paid by life insurance companies.

Meetings To Be Held

AUGUST

1-2: California Vocational Association, W. H. Van Dyke, Petaluma High School, Petaluma, California: San Jose, California.

SEPTEMBER

4: Massachusetts State Normal School Teachers' Association, M. G. Fickett, State Normal School, Westfield, Mass.: Bridgewater, Massachusetts.

OCTOBER

1-4: Girl Scouts, Inc., Mrs. J. H. Barnes, 670 Lexington Avenue, New York City: Indianapolis, Indiana.

9-11: Vermont State Teachers' Association, M. C. Parkhurst, 323 Pear Street, Burlington, Vermont: Rutland, Vermont.

17-19: Utah Education Association, D. W. Parratt, 316 Vermont Building, Salt Lake City, Utah: Salt Lake City, Utah.

16-18: Indiana State Teachers' Association, C. O. Williams, 205 Hotel Lincoln, Indianapolis, Indiana: Indianapolis, Indiana.

23-24: Maine State Teachers' Association, A. W. Gordon, Augusta, Maine: Bangor, Maine.

23-25: Montana Education Association, R. J. Cunningham, Box 217, Helena, Montana: Helena, Montana.

24: Connecticut State Teachers' Association, G. C. Swift, Watertown, Connecticut: Hartford, New Haven, Bridgeport, New London.

20-23: National League of Compulsory Education Officials, M. Andrew, 352 Court House, Memphis, Tennessee: Rochester, New York.

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

27-31: American Public Health Association, Homer N. Calver, 370 Seventh Avenue, New York City: Fort Worth, Texas.

OCTOBER-NOVEMBER

30-November 1: Rhode Island Institute of Instruction, C. W. Bosworth, 77 Rolfe Street, Auburn, R. I.: Providence, Rhode Island.

30-November 1: Colorado Education Association, W. B. Mooney, 530 Commonwealth Avenue, Denver, Colorado: Grand Junction, Pueblo, Denver, Colorado.

30-November 1: Minnesota Education Association, C. G. Schulz, 162 West College Avenue, St. Paul, Minnesota: Minneapolis, Minnesota.

30-November 1: New Mexico Educational Association, C. B. Dyke, Short Hills, New Jersey: Atlantic City, New Jersey.

NOVEMBER

6-8: Association of Urban Universities, C. S. Marsh, University of Buffalo, Buffalo, New York: Philadelphia, Pennsylvania.

6-8: Kansas State Teachers' Association, F. L. Pinet, 315 West Tenth Street, Topeka, Kansas: Kansas City, Topeka, Hays, Hutchinson, Emporia, Parsons, Kansas.

6-7: New England Association of School Superintendents, S. Howard Chace, Beverly, Massachusetts: Boston, Mass.

6: Wisconsin Association of Mathematics Teachers, M. K. Johnson, 232 Broadway, Eau Claire, Wisconsin: Milwaukee, Wisconsin.

6-8: Wisconsin Teachers' Association, B. E. McCormick, Madison, Wisconsin: Milwaukee, Wisconsin.

8-11: New Jersey State Teachers' Association, C. B. Dyke, Short Hills: Atlantic City, New Jersey.

11-15: Missouri State Teachers' Association, E. E. Carter, Columbia, Missouri: Kansas City, Missouri.

13-15: Arkansas Education Association, H. L. Lambert, Little Rock, Arkansas: Little Rock, Arkansas.

13: National Committee for Mental Hygiene, C. W. Beers, 370 Seventh Avenue, New York City: New York City, New York.

13-15: West Virginia State Education Association, J. H. Hickman, Charleston, West Virginia: Clarksburg, West Virginia.

15-16: Delaware State Teachers' Association, R. Shilling, Milford, Delaware: Newark, Delaware.

19-20: Illinois City Superintendents' Association, C. Bruner, Kewanee, Illinois: Urbana, Illinois.

20-22: Illinois High School Conference, Arthur W. Clevenger, 109 Administration Building, Eastern University of Illinois, Urbana, Illinois: Urbana, Illinois.

23-26: South Dakota Education Association, N. E. Steele, Room 2, Perry Block, Sioux Falls, South Dakota: Sioux Falls, South Dakota.

24-25: New York State Teachers' Association, D. A. Searing, 617 North Goodman, Rochester, New York: Syracuse, New York.

25-26: Association of Public School Trustees of Virginia, F. Diehl, Farmville, Virginia. Richmond, Virginia.

27-29: Association of Teachers of Mathematics in Middle States and Maryland, Norma Sleight, Shippen School, Lancaster, Pennsylvania.

27-29: National Council of Teachers of English, W. W. Hatfield, 6705 Yale Avenue, Chicago, Illinois.

27-29: Texas State Teachers' Association, R. T. Ellis, 708 N. P. Anderson Building, Fort Worth, Texas.

28-30: Association of Colleges and Secondary Schools of the Middle States and Maryland, G. W. McClelland, University of Philadelphia, Philadelphia, Pennsylvania.

28-29: Central Association of Science and Mathematics Teachers, W. F. Roecker, 1439 Fourteenth Street, Milwaukee, Wisconsin: Milwaukee, Wisconsin.

28-29: Interfraternity Conference, A. E. Duerr, 149 Broadway, New York City: New York City, N. Y.

28-30: Southern Commercial Teachers' Association, Margaret B. Miller, Wheeler Business College, Birmingham, Alabama: Birmingham, Alabama.

28-29: California Kindergarten Primary Association, Florence Winter, City Hall, San Francisco, California.

28-29: Idaho Department of Superintendence, T. H. Hardy, Ashton, Idaho: Boise, Idaho.

28-30: Idaho Education Association, John I .Hillman, 331 Sonna Building, Boise, Idaho: Boise, Idaho.

28: Texas State Teachers' Association (Colored) John W. Rice, Odd Fellows' Building, Houston, Texas: San Antonio, Texas.

28: Virginia English Teachers' Association, E. Wiggins, 8 Vista Avenue, Lynchburg, Virginia: Richmond, Virginia.

29: Association of Modern Language Teachers of the Middle States and Maryland, M. I. Protzman, George Washington University, Washington, D. C., Atlantic City, New Jersey.

29: College Conference on English in the Central Atlantic States, K. J. Holtzknecht, Washington Square College, New York City: Atlantic City, New Jersey.

DECEMBER

1-5: Association of Colleges and Secondary Schools of the Southern States, G. E. Snavely, Birmingham-Southern College, Birmingham, Alabama: Atlanta, Georgia.

1-3: Southern Commission on Higher Institutions, T. H. Jack, Emory University, Georgia: Atlanta, Georgia.

4-6. New York State Association of District Superintendents, L. J. Howlett, Morrisville, New York.

6: Association of Teachers of Mathematics in New England, H. D. Gaylord, 20 Garden Street, Cambridge, Massachusetts: Boston, Massachusetts.

10-13: American Vocational Association, Z. M. Smith, State House, Indianapolis, Indiana: Milwaukee, Wisconsin.

20-30: American Student Health Association, D. F. Smiley, Cornell University, Ithaca, New York: New York City, N. Y.

29-January 3, 1931: American Association for the Advancement of Science, Secretary B. E. Livingston, Smithsonian Institute, Washington, D. C.: Cleveland, Ohio.

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